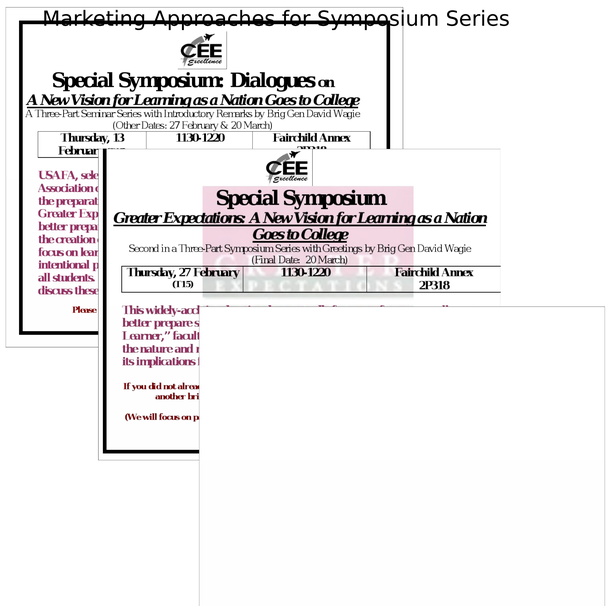
A Three-Part US Air Force Academy Symposium

Greater Expectations: A New Vision for Learning

Marketing Approaches for Symposium Series

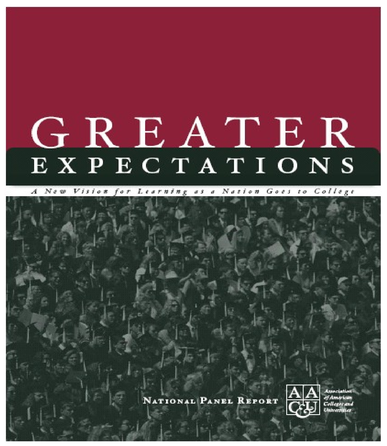


Special Symposium: Dialogues on
A New Vision for Learning as a Nation Goes to College
A Three-Part Seminar Series with Introductory Remarks by Brig Gen David Wagie
(Other Dates: 27 February & 20 March)

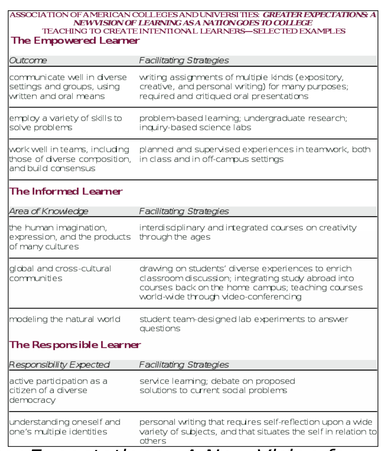
Thursday, 13 Februar	1130-1220	Fairchild Annex

Special Symposium
Greater Expectations: A New Vision for Learning as a Nation Goes to College
Second in a Three-Part Symposium Series with Greetings by Brig Gen David Wagie
(Final Date: 20 March)

Thursday, 27 February (115)	1130-1220	Fairchild Annex 2P318



Inspiration for the Symposium Series—*Greater Expectations: A New Vision for Learning*



ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES: *GREATER EXPECTATIONS: A NEW VISION OF LEARNING AS A NATION GOES TO COLLEGE*
TEACHING TO CREATE INTENTIONAL LEARNERS—SELECTED EXAMPLES

The Empowered Learner

Outcome	*Facilitating Strategies*
communicate well in diverse settings and groups, using written and oral means	writing assignments of multiple kinds (expository, creative, and personal writing) for many purposes; required and critiqued oral presentations
employ a variety of skills to solve problems	problem-based learning; undergraduate research; inquiry-based science labs
work well in teams, including those of diverse composition, and build consensus	planned and supervised experiences in teamwork, both in class and in off-campus settings

The Informed Learner

Area of Knowledge	*Facilitating Strategies*
the human imagination, expression, and the products of many cultures	interdisciplinary and integrated courses on creativity through the ages
global and cross-cultural communities	drawing on students' diverse experiences to enrich classroom discussion; integrating study abroad into courses back on the home campus; teaching courses world-wide through video-conferencing
modeling the natural world	student team-designed lab experiments to answer questions

The Responsible Learner

Responsibility Expected	*Facilitating Strategies*
active participation as a citizen of a diverse democracy	service learning; debate on proposed solutions to current social problems
understanding oneself and one's multiple identities	personal writing that requires self-reflection upon a wide variety of subjects, and that situates the self in relation to others

Logistical Strategies, Discussion Topics, and Web-Based Survey

Discussion Topics for Three-Part Symposium on *Greater Expectations*

13 February 2003
Topic: The intentional learner
- How does this report define "intentional learner"? What does the "Greater Expectations panel mean by this term? (Suggested focus on pages x-xii)
- Given this definition, how does this concept of the intentional learner differ—if it does—from our traditional conceptions of cadets as learners?
- As you read, what struck you most about this report as it relates to student learning?
- How can we as teachers transform cadets into intentional learners? Given a deliberate goal of creating intentional learners, what can we do in our own classrooms to ensure that this happens?

27 February 2003
Topic: Liberal education
- What is the traditional definition of "liberal education"?
- How does the "Greater Expectations" Report define a liberal (or "liberating") education? Does Connor's view of a liberal arts education coalesce with AA C&U's definition? (Suggested focus on pages 24-28)
- In what ways do USAFA's curriculum and educational practices conform to the Greater Expectation's vision of a practical liberal education for the 21st Century? (Suggestion: Review the list of skills on pages 22-24, reframing them now as characteristics of a liberating education.)
- In what ways do the Academy's curriculum and educational practices fall short of the Greater Expectations vision? Should we be concerned about any of these shortfalls? Why?

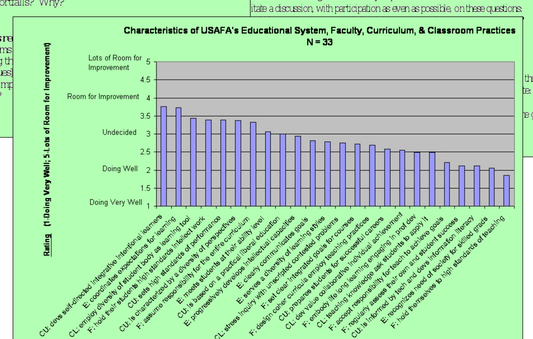
20 March 2003
- Topic: Survey topics re
  - Why do the items
  - What's causing th curriculum issues
  - What specific imp characteristics?

Facilitator's/Recorder's Guidelines
20 March Symposium Session

Timeline	
0-1135	Greetings by Brig Gen David Wagie
5-1140	Movement to Break-out Rooms 2N212, 2N216, 2N248, 2N218 & 2P318. All three rooms are close to the large lectinar. They are located down the first hallway heading toward the Chemistry Offices. We'll post signs.
0-1215	Discussion focused on Chapters 4 & 5 and Survey Results (Focus on the results—see summary chart—that received a 3.0 or higher rating.
5-1220	Summary of Three Key Discussion Points and Two Questions/Issues that Warrant further Discussion.

Break-Out "Logistics"

use we are in Chemistry classrooms, the chairs are fixed, but they do swivel. Please ge folks) as much as possible) to facilitate discussion.
tators, please be certain your group members are present, particularly your ated recorder. Encourage people to set up their name tent cards and give ***brief*** uctions. Recorders, please note any additional people and include their names with summary. Please note people who are absent. Because we had to identify people on notice for the leadership roles, please feel confident about reassigning volunteers.
an that **your group will focus deliberately on the survey topics receiving tations of "needing work."** Briefly explain the role of the recorder.
tate a discussion, with participation as even as possible, on these questions.


Characteristics of USAFA's Educational System, Faculty, Curriculum, & Classroom Practices
N = 33
Rating (1 Doing Very Well; 5 Lots of Room for Improvement)
Lots of Room for Improvement
Room for Improvement
Undecided
Doing Well
Doing Very Well
Characteristic

"Rules of Engagement"
Dean's Symposium
September-29 Offsite

All Participants
- There is no rank around the table. All individuals are encouraged to equally participate and respect each other's ideas.
- Everyone must get and remain involved. Don't be afraid to speak up!
- Listen respectfully, avoiding interruptions.
- Remember the task … try to remain focused on the intent of the symposium.

Facilitators
- Periodically summarize points (major section breaks are logical times) and get confirmation from the team that the points are recorded correctly.
- Pacing is important:
  - Don't let conversations deviate onto tangents.
  - Encourage rich discussion to develop - cover as many topics as possible allowing for productive exchanges.
  - Keep on a forward pace. If your assigned topic is accomplished, select another topic and ask the recorder to begin a new summary sheet.

Remember that the reason for assembling heterogeneous teams is to allow creative and critical coverage of topics from a variety of perspectives. Academic questions, in particular, will require input from people in different disciplines and "hemispheres."

Recorders
- Paraphrase and summarize
- Ask for clarification or amplification of an idea.
- Ask for assistance if you become weary.

We expect to collect the summary sheets for each team's discussions at the end of the Offsite. However, if you feel your hand-written discussions don't do justice to the depth of the ideas, please feel free to prepare a document to email to Barbara Millis nlt Wednesday, 1 October.

Group Summary (2 h

Team Members:

Question:

A. "Targ

Given this issue, where are we now?

What are we aiming for? Where do we want t

B. Initiatives/S

How will we achieve these targets? How will

What specific strategies will "operationalize"

C. Metrics/Ass

How will we know we've arrived?

How will we measure outcomes in meaningful ways to determine progress and success?

Are there any benchmarks, instruments, etc. that might prove useful in this regard?

Agenda for Offsite: 29 Sep 03

Time	Speaker/Activity
0730-0800	Arrival, Refreshments, and Casual Conversations
0800-0815	Welcome and Logistics
0815-0900	Lt Col Aretz and Dr. Steve Jones: "Academic Assessment: A Look Back and Current Scorecard"
0900-0915	BGen David Wagie: "Framing Your Work Today"
0915-1100	Team Discussions on Selected Topics
1100-1330	Break for Briefing and Lunch
1330-1415	Team Discussions on Selected Topics, Continued
1415-1500	Preparation of Synthesis by Teams Focused on the Same Topic
1500-1600	Synthesized Reports on Each of the Six Topics
1600	Adjournment

Follow-on to Symposium Series: Day-Long Offsite

Faculty Offsite—50 Years and Beyond

Purpose: To generate a list of goals and strategies that begins a year-long strategic planning process that will launch the Academy's next 50 years and will enable USAFA to more successfully accomplish its Educational Outcomes.
Participants: Each department will identify a team composed of 4 people: the Department Head, 2 Faculty Forum members, and one Junior Faculty Council member. Thus, there will be roughly 80 participants. **All should be relieved of normal duties with class substitutes to insure full immersion in the proceedings**
Date/Time: 29 September from 0730-1600.
Place: AOG with morning pastries
Background materials: Handouts distributed ahead of time and selected briefings in the morning will give participants essential background information on which to base their discussions. Additionally, each participant will receive, as needed, a copy of *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. Brochures will be Dr. Steven Jones on cadet cynicism and Lt Col Tony Aretz on critical thinking.
Format: Heterogeneous groups, with representatives from each division, will discuss preselected issues that emerged from last spring's three-part Symposium on *Greater Expectations*. Some of these issues are listed below with links to specific Educational Outcomes. Group size will be 5-8 people. Small-group discussions on assigned issues will continue until shortly before lunch when groups tackling the same issues meet to prepare a composite report. The report-outs occurring after lunch will follow a prescribed template to insure continuity and depth.

Officers who are intellectually curious; Officers who are independent learners
Sample framing of discussion: How can we encourage cadets to take greater responsibility for their own learning? How can we create cadets who are more self-directed, intentional learners? Can we shift beyond the current "survival" attitude many cadets take and move toward more genuinely achieving the DF learning outcomes and "intentional" learning?

Officers who can frame and resolve ill-defined problems
Sample framing of discussion: Is there a way to increase the emphasis on inquiry? Should we use more unscripted problems? In what ways do our core courses "spoon feed" cadets? How can we reduce or eliminate this? In our core courses how can we encourage more critical thinking? Do we need more outside-the-box cadet evaluations?

Officers who can apply their knowledge and skills to the unique tasks of the military profession
Sample framing of discussion: It has been suggested that some faculty members don't hold students to high standards of intellectual work and performance. If, as Dr. W. L. Connor suggests in an essay, *Liberal Education in the Twenty-first Century*, liberal education prepares a free people to cope with the challenges of maintaining freedom—building upon basic content and skills and developing moral judgment and intellectual adaptability—then, how well is our curriculum preparing leaders for the armed forces and the country today? Cadets must learn to transform information into knowledge and knowledge into judgment and action. After we teach knowledge, how can we better accomplish these other objectives (i.e., teaching cadets to transform knowledge into judgment and action)?

Note: The interrelated themes of high expectations, high standards of performance, holding cadets accountable, and instilling cadets with a sense of responsibility for their own education occurred frequently in the *Greater Expectations* discussions and might cut across all of these outcomes. This may be an additional stand-alone topic for discussion, particularly as these themes relate to preparing cadets to be leaders in the operational AF.

Offsite Planning Committee: Col (Ret) Rolf Enger, Col Douglas Murray, Lt Col Thomas Kriss, Lt Col Tony Aretz, Dr. Dom Kardulck, Dr. Barbara Millis, and Capt Jake Bartolomo.

Faculty Off-site
Fifty Years and Beyond: Accepting the Challenge

CHALLENGE:
- Repeated mes rnum accreditations by North Central, ABET, etc., as well as superior rankings by *The Princeton Review* and *US News & World Report* attest to the high quality of our academic programs/curriculum.
- YET a number of previous studies and surveys strongly suggest we can do better. Not to address these findings, assess their validity, and, if necessary, develop solutions puts at risk not only the quality of the programs but our ability to sustain and manage them.
- The lesson from the Agenda for Change: we cannot be complacent when research suggests that while admitting the best and brightest, we may not be graduating them with as much academic and professional value added as is possible.
- The Superintendent has challenged USAFA to "focus and orient" on the Air Force. For us that means that we must be confident about the quality of our curriculum and its relevance to both the Air Force and to the founding principles and mission of this academy. Based on that confidence, we must have the courage to address those who would question that quality and relevance.

RESPONSE:
- The **29 September Offsite** can be the first step by DF to address this challenge. Our two previous Superintendents, based upon a thorough review of nearly fifty years of documents, surveys, and reports and inputs from across the Academy and the Air Force gave us an enduring guidance and the process to address the challenge.
  - **The guidance**, the USAFA vision, mission, goals and objectives are contained in Volume 1 of the USAFA Strategic Plan. We have translated if not operation-alized those into our seven educational outcomes (our guidance in how we meet the USAFA Strategic Plan). Most recently the 58th TRW has accomplished the same with the ten learning outcomes.
  - **The process**: The strategy and organization for implementing the USAFA Strategic Plan is outlined in Volume 2 of that plan. For us, Volume 2 links our outcomes to specific activities, actions, programs, and courses that various working groups within DF have turned into specific initiatives that are incorporated into it. This planning system creates a clear line of sight between the vision and what we do in the classroom. It links the strategic to the tactical.
- To "focus and orient on the Air Force" means that our curriculum must be first and foremost responsive to changing requirements from the operational Air Force as well as changes in civilian academia. A partial list of those changes that impact our educational outcomes includes:
  - The publication in 2002 by the Association of American Colleges and Universities of Greater Expectations: A New Vision for Learning as a Nation Goes to College
  - The development of new academic majors such as systems engineering and systems engineering management
  - The publication of a 34th TRW Strategic Plan that must be integrated with DF
  - The Agenda for Change
  - United States Air Force Strategic Planning Directive for Fiscal Years 2006-2023, those aspects that relate to education and training

ETASK: Inspired by the USAFA Strategic Plan, planning system, and the promise of the upcoming 50th y nary review, we meet on 29 September to take the first step toward meeting today's challenges and ng a foundation for tomorrow's. To prepare, please review Volume 1 of the Strategic Plan, and skim ume 2 (can be found at the USAFA Intraweb under "Plans and Programs: //intraweb.usafa.af.mil/xpls/portal/plan/overview.html."

nel Douglas J. Murray/19 Sep 03/93-2745/wms

Discussion Topics for Teams with Possible Areas of Focus

Team One A & B. How to we prepare/produce officers who can communicate well?
- Given the Academy Profile data suggesting that cadets do not progress as far in reading, writing, and critical thinking skills compared to students in civilian institutions, how do we reverse this trend?
- How can we foster an academic climate where both cadets and faculty regard such skills as essential?
- What educational strategies will likely lead to stronger reading, writing, and thinking skills?
- What skills do faculty themselves need to teach and assess reading, writing, and thinking skills? How do faculty acquire these skills if they don't already have them?

Team Two A & B. How do we prepare/produce officers who are intellectually curious/independent learners?
- How can we encourage cadets to take greater responsibility for their own learning?
- How can we create cadets who are more self-directed, intentional learners?
- How can we shift beyond the current "survival" attitude many cadets take and move toward more genuinely achieving the DF learning outcomes and "intentional" learning?

Team Three A & B. How do we prepare/produce officers who can frame and resolve ill-defined problems?
- Are there ways to increase the emphasis on inquiry?
- Should we use more unscripted problems? How? In what ways?
- In what ways do our core courses "spoon feed" cadets? How can we reduce or eliminate this?
- In our core courses how can we encourage more critical thinking? Do we need more outside-the-box cadet evaluations?
- What do we—or should we—teach cadets about the nature of higher order learning? How do we help them reach those plateaus?
- How do we help faculty members develop the skills/ase to teach and assess for higher order thinking?

Team Four A & B. How do we prepare/produce officers who can apply their knowledge and skills to the unique tasks of the military profession?
- If, as Dr. W. L. Connor suggests in an essay, *Liberal Education in the Twenty-first Century*, liberal education prepares a free people to cope with the challenges of maintaining freedom—building upon basic content and skills and developing moral judgment and intellectual adaptability—then, how well is our curriculum preparing leaders for the armed forces and the country today?
- Cadets must learn to transform information into knowledge and knowledge into judgment and action. After we teach knowledge, how can we better accomplish these other objectives (i.e., teaching cadets to transform knowledge into judgment and action)?
- How can we prepare cadets for a growing cross-cultural/fusion and ELT remain committed to the values of a liberating education?

Team Five A, B, & C. How do we set high expectations and high standards of performance, holding cadets accountable and instilling in them a sense of responsibility for their own learning?
- How can we encourage cadets to take greater responsibility for their own learning?
- How can we address the transition from high school where expectations for learning excellence may be underdeveloped?
- In what ways do our core courses "spoon feed" cadets? How can we reduce or eliminate this?
- How can we help faculty members—through education, incentives/encouragement, or removal of barriers such as time constraints—hold students to higher levels of intellectual work?
- What can we do to help cadets to become self-directed, motivated learners?

Team Six A, B, & C. How do we deliberately create in our classrooms—and beyond—a climate that fosters the core values of integrity, service, and excellence?
- How/where can academics shape appropriate attitudes, among both faculty and cadets, about sexual assault and harassment?
- How/where can academics shape appropriate attitudes, among both faculty and cadets, about dignity and respect for all, including women, ethnic minorities, etc?
- How/where can academics shape appropriate attitudes, among both faculty and cadets, about responsible leadership?
- How can academics ensure that the honor code is taken seriously by both faculty and cadets and implemented in responsible ways?
- How can we take advantage of our students' diversity as well as add diverse curriculum perspectives, including outside speakers?
- How can we encourage intellectual maturity at an institution where choices are limited and where social development, which is considered fundamental to intellectual maturity, is hampered through services (housing, meals, transportation, etc.) without commensurate responsibilities?
- How can we change institutionalized "norms" such as meeting only minimal standards (academically and ethically), valuing one's "buddy" over loyalty to institutions, etc.

Focus of the Day-Long Faculty/Administrative Offsite – Based on the Results of the Symposium Series

Summaries from 13 February Symposium Discussion Groups

Facilitator: Maj Bill Casebeer
Recorder: Dr. Heidi Smith
Col Cliff Usamonden, DFC
Col Doug Murray, DFPS
Col Paul Prog, DF
Dr. James Toner,
Capt Christopher
Dr. Barbara Millis

Our three most

1. Our traditional intentional learn

2. There appears particular course learner.

3. Learning is a "EMPOWERED ways to apply th

Three points/q

1. The report sug intentional learn between learner

2. The report sug of the curriculum direction of inte cadets make mo

3. The report em success. How ca

27 February Symposium Discussion Groups

Facilitator: Lt Col Ron Furstenau, DFC
Recorder: Dr Paul Bolt, DFPS
Col Greg Seely, DFCE
Capt Scott Putnam, DFA
Prof John Hertel, DFL
Lt Col Anne Campbell
Dr. Carl Pletsch, DFH

Our three most impo

1. Liberal education is writing, speaking, and cl

2. At USAFA, and part of many cadets. The core information and more a joy of learning.

3. The nature of our fac difficult to move away f

Two points/question

1. How do we balance t thoughtful analysis?

2. Do we hold cadets to

20 March Summary Symposium Results

Facilitator: Dr. Bruce Linster, DFEG
Recorder: Dr. Al Rosa, DFEE
Col Greg Seely, DFCE
Lt Col Ron Furstenau, DFC
Capt Eric Pret, DFH
Dr. Barbara Millis, DFE

Our three most important/ideas/conclusions/points:

1. How do we get junior faculty more involved in curriculum development efforts?
   - Offer and encourage them to attend seminars given by senior faculty, including DVPs, on pedagogy and "best practices" re: teaching and curriculum.
   - Encourage junior faculty to recommend changes to courses and curriculum ("start small," not with global changes impacting the entire curriculum/core, etc.).
   - Describe cogently, so that they—and others—understand how the cores fits together.

2. How to we improve what appears to be a very low standard cadets are held to?
   - Have greater expectations!
   - Get students exposed to "great minds," not only through books, but also through opportunities to hear visiting speakers and talks by DVPs, unfettered by the cumbersome SLA system; let them attend noon Brownbags.
   - Develop more integrated, interdisciplinary courses.

3. The course director system needs overhauling.
   - Senior faculty in all departments need to oversee/guide (but NOT micromanage) junior faculty when they are responsible for curriculum and pedagogy in courses.
   - Senior faculty, who have the experience, expertise, and knowledge, should be the course directors for core/majors courses.

Two points/questions/issues warranting further discussion:
1. How can we encourage faculty to routinely do the following, all tied to their assuming responsibility for the entire curriculum:
   - Accept responsibility for teaching to achieve goals
   - Teach knowledge, but ask students to apply it
   - Stress inquiry with unscripted contested problems?

Sample unsolicited feedback from a senior faculty member:

The fact that faculty from Sciences, Engineering, Humanities, and Social Sciences all could agree on our group's main conclusions was, for me, one of the pleasant surprises of yesterday's sessions.

Congratulations -- you really have done the Academy a great service.

Dissemination Practices and Anecdotal Assessment

David Wagie, Rolf Enger, Tony Aretz, Barbara Millis

www.usafa.af.mil/dfe/symposium.htm